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ABSTRACT

The selected bibliography of instructional materials for handicapped and gifted children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order form for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1960 to 1972. (DB)

ED 072593

INSTRUCTIONAL MATERIALS

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 051 170

Exceptional Child Bibliography Series No. 637

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The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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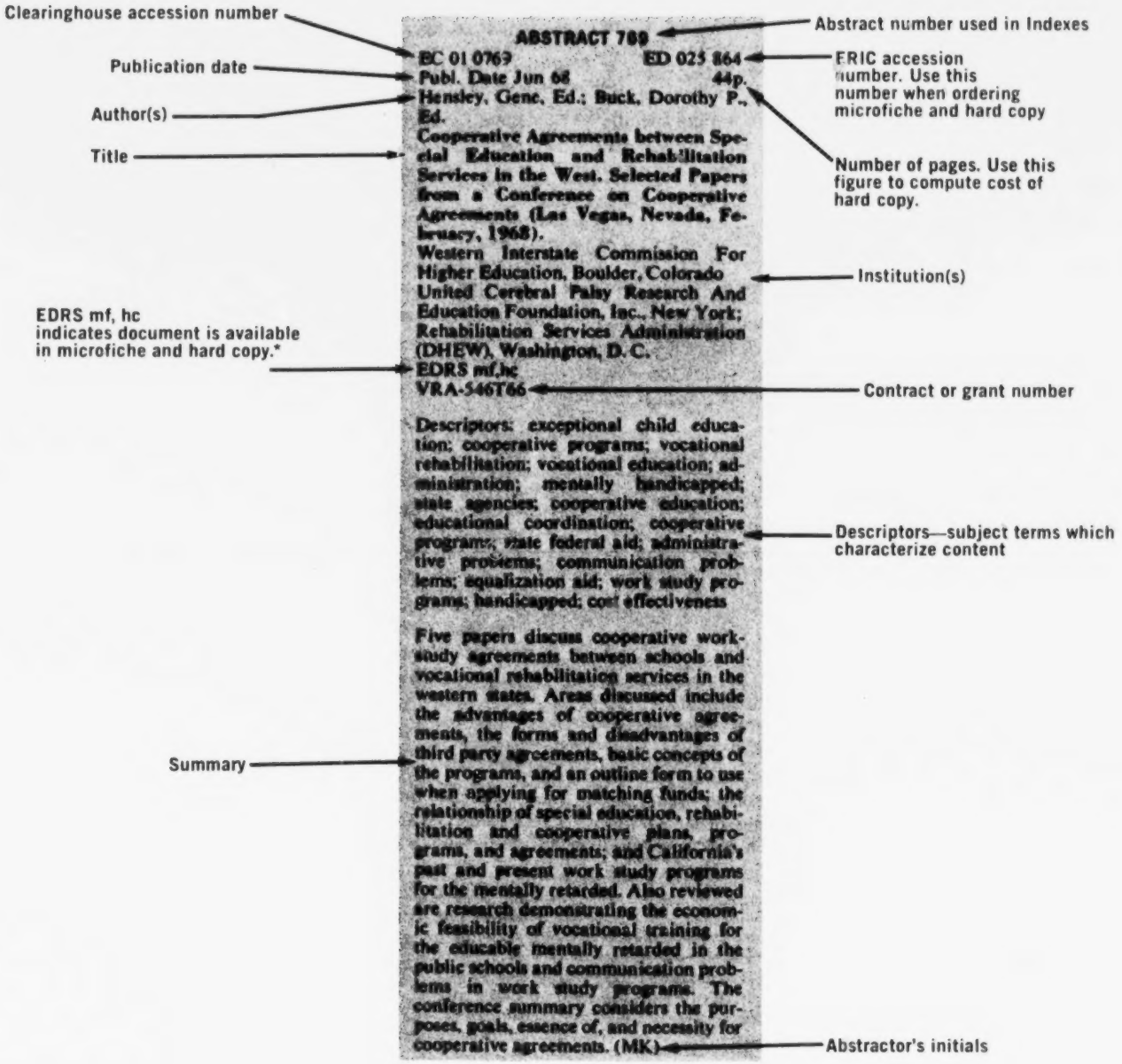
Clearinghouse accession number
Publication date
Author(s)
Title
EDRS mf, hc
indicates document is available
in microfiche and hard copy.*
Summary
ABSTRACT 709
EC 01 0769
ED 025 864
Publ. Date Jun 68
44p.
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-546T66
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstract number used in Indexes
ERIC accession number. Use this number when ordering microfiche and hard copy
Number of pages. Use this figure to compute cost of hard copy.
Institution(s)
Contract or grant number
Descriptors—subject terms which characterize content
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Instructional Materials* from the Center's computer file of abstracts are listed alphabetically below:

Art Materials
Audiovisual Aids
Audiovisual Materials
Bibliographies
Bibliotherapy
Booklists
Books
Charts
Childrens Books
Childrens Games
Classroom Games
Classroom Materials
Computer Assisted Instruction
Display Panels
Educational Equipment
Educational Games
Films
Games
High Interest Law Vocabulary
Instructional Aids
Instructional Films
Instructional Materials
Instructional Materials: Dyslexia
Instructional Media
Instructional Programs
Instructional Television
Large Type Materials
Library Materials
Manipulative Materials
Maps
Material Development
Multimedia Instruction
Periodicals
Phonograph Records
Phonotape Recordings
Programed Materials
Publications
Puzzles
Raised Line Drawings
Reading Materials
Realia
Reference Books
Reference Materials
Science Materials
Slides
Student Developed Materials
Talking Books
Tape Recorders
Tape Recordings
Teacher Developed Materials
Texts
Three Dimensional Aids
Toys
Transparencies
Workbooks
Worksheets

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Annals of the Deaf
Education and Training of the Mentally Retarded
Education of the Visually Handicapped
Elementary English
Exceptional Children
National Elementary Principal
New Outlook for the Blind
Rehabilitation Record
TEACHING Exceptional Children
Training School Bulletin

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-IV, No. 2.

ABSTRACTS

ABSTRACT 10005

EC 01 0005 ED 010 716
Publ. Date 66 63p.
Teaching Aids for Children with Cerebral Palsy.
Univ. of the State of New York, Albany. Bur. for Ph. Han.
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; instructional materials; perception; perceptual development; verbal development; instructional aids; cerebral palsy; concept formation; educational equipment; sensory training; number concepts; physical facilities; New York

Many children with cerebral palsy have various perceptual handicaps which result from neurological impairment. Teaching aids are described by (1) name, (2) materials needed in construction, (3) pictorial representation, (4) explanation of use, and (5) the contributor's name. Categories of aids include (1) sensory development, (2) verbal development, (3) number development, and (4) physical equipment and facilities. Additional sources are listed. (GB)

ABSTRACT 10535

EC 01 0535 ED 022 311
Publ. Date 68 72p.
Fulker, Wilber H.; Fulker, Mary
Techniques with Tangibles; A Manual for Teaching the Blind.
EDRS not available
Charles C Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; concept formation; partially sighted; blind; instructional aids; sensory aids; three dimensional aids; manipulative materials; instructional technology

The production and use of tangible aids for teaching complete mental concepts to the blind are discussed. The Thermoform vacuum duplicating machine which produces teaching aids simulating pictures or drawings used by sighted children is described; and examples of Thermoform masters are cited, including Mendel's law, the maze, four stages of cell division, map of Pike's Peak, the human eye, house plan, campus map, earth science drawing, and others. Handmade apparatus and models discussed are the suspension bridge, the thermometer, the expressway interchange, model of the campus, the vacuum and pressure pump, the thermocouple, wave motion and magnets, electricity, the model water well, the solar system, and the soil erosion experiment. Other homemade techniques, variations of games, and adaptations of available teaching aids are considered, as are the following toy models, cutaways, and commercial products: plastic model kits, toy models, construction sets, magnetic boards, cutaway displays, war surplus items, the doll house, educational models and aids, the tangible moon, and tangible self-help dress kits. A discussion of teaching for greater meaning treats creative art work, the concept corner, the field trip, and the well rounded program. Thirty-one figures illustrate the various devices and aids described in the text. (DF)

ABSTRACT 10584

EC 01 0584 ED 021 368
Publ. Date Nov 67 44p.
Truax, Anne, Comp.
Basic Reference Books Recommended for Use with Gifted Children; An Annotated Bibliography.
RAND Council of Northeast Minnesota, Duluth
EDRS mf,hc
Product of Special Education for the Gifted Through Television.

Descriptors: exceptional child education; gifted; instructional materials; reference books; booklists; humanities; history; social sciences; sciences; annotated bibliographies

Intended primarily for use by gifted children and their teachers, this annotated list of approximately 200 references in print is classified in five subject categories: general, humanities, social sciences, history, and science. References selected are recommended for their accuracy and comprehensiveness. Entries are coded to indicate both basic and supplementary books. (JP)

ABSTRACT 10588

EC 01 0588 ED 023 219
41p.
Alpha Chi Omega Toy Book.
Alpha Chi Omega Fraternity, Indianapolis, Indiana
EDRS mf,hc
Alpha Chi Omega National Headquarters, 3445 Washington Boulevard, Indianapolis, Indiana 46205.

Descriptors: exceptional child education; physically handicapped; self care skills; instructional materials; manipulative materials; cerebral palsy; children; toys; psychomotor skills; perceptual motor coordination; skill development; games; handicapped

Patterns and directions are given for making self-help toys for cerebral palsied and other handicapped children. The toys are designed to entertain and to develop muscle coordination and finger-elbow dexterity, teach self-help skills such as dressing, stimulate visual perception, encourage hand grasps and eye-hand coordination, motivate speech, and give dramatic play. Illustrations and directions are given for the construction of 38 toys; 10 additional toys and 11 kits for play activities are also suggested. (DF)

ABSTRACT 10631

EC 01 0631 ED 024 191
Publ. Date Aug 68 132p.
Dorward, Barbara; Barraga, Natalie
Teaching Aids for Blind and Visually Limited Children.
American Foundation for the Blind, New York, New York
EDRS not available
American Foundation for the Blind, 15 West 16th Street, New York, New York 10011 ($2.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; numbers; number concepts; word recognition; discrimination learning; symbolic learning; sensory aids; braille; tactual perception; haptic perception; associative learning; blind; partially sighted; manipulative materials

Illustrated instructions are provided for constructing 32 teaching aids. To be used with blind and visually limited children, the aids are designed to assist the child in exploration, discrimination, and recognition; spatial orientation and association of tactual symbology; likenesses and differences in tactual group symbols; word association and symbol integration; numerical enumeration and relationships; number sequencing and association; and understanding, application, and reinforcement of numerical time concepts. Appendixes contain general construction directions and braille diagrams for the aids. (LE)

ABSTRACT 11523

EC 01 1523 ED 029 425
Publ. Date 67 86p.
Trboyevich, Goldie, Comp. and Others
A Bibliography: Easy Reading for Deaf Children.
Tennessee University, Knoxville, Southern Regional Media Center for the Deaf
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-29-00235-0235

Descriptors: exceptional child education; aurally handicapped; annotated bibliographies; childrens books; reading materials; supplementary reading materials; fiction; reading level

An annotated bibliography of books for use by deaf children contains 312 selections. Selections are supplemental rather than basic, are designated as primary, intermediate, or advanced, include books published between 1960 and 1966, are

marked E (easy) or F (fiction) or have Dewey classification numbers, and are marked for price. A title index and a subject index for nonfiction books are provided. (RJ)

ABSTRACT 11687

EC 01 1687 ED 030 242
Publ. Date Feb 69 27p.
Educational Aids for Visually Handicapped.
American Printing House for the Blind, Louisville, Kentucky
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; instructional materials; sciences; braille; catalogs; reading; handwriting; sensory aids; deaf blind; electronic equipment; games; social studies; typewriting; health education; language arts; mathematics; mobility aids; audio equipment; music magnification methods; paper (materials); physical education; cooking instruction; sewing instruction; preschool education; industrial arts

Listings specifying source and cost are provided of tactile aids and materials designed for the visually handicapped. Items are presented in the following categories: supply sources and catalogs for aids; braille devices, including duplicators, reading and writing aids, reading readiness materials, and writing machines, slates, and styluses; deaf blind aids; electronic devices; games, including general and card games, chess and checkers, and puzzles; mobility aids; optical aids and instruments; paper and binders; personal aids; preschool devices and materials; reading aids; and recording and sound equipment. Additional categories of listings are in the subject areas of geography and social studies, handwriting and typewriting, health education, language arts, mathematics (general, counting, geometric, linear measurement, slates, and time), music, physical education, practical arts (cooking and sewing), science, and vocational education (industrial arts). (JD)

ABSTRACT 11688

EC 01 1688 ED 030 243
Publ. Date Feb 69 316p.
Social Problem Fiction; A Source of Help for Retarded Readers.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department of Public Instruction, Des Moines;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; reading; annotated bibliographies; instructional materials; childrens books; basic reading; hygiene; interpersonal competence; biographies; behavior; family problems; foreign culture; Negroes; social discrimination; athletics; social problems; teaching methods; reading level; reading instruction

An annotated listing of over 500 major fiction books and basal readers provides suggestions for their use in library instruction, independent reading, class and small group discussion, and correlation with unit work and basal reader programs. The books are listed according to primary, intermediate, and advanced reading levels and books to be read aloud by the teacher. Coding for cross reference is included with the readings of adventure, appearance, behavior and etiquette, biography, character and personality, family problems, foreign backgrounds, Negro Americans, prejudice, sports, and war. Also provided are author and publisher indexes. (JK)

ABSTRACT 11966

EC 01 1966 ED 030 999
Publ. Date 68 76p.
Venturi, Martha J. and Others
Suggested Basic Materials for Educable Mentally Retarded Children.
Ohio State Department of Education, Columbus, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; instructional materials; curriculum; audiovisual aids; educable mentally handicapped; elementary grades; secondary grades; language arts; mathematics materials; science materials; social studies; books; educational equipment

Printed materials, classroom equipment, and audiovisual resources are listed for language arts, arithmetic, social studies, and science for the primary, intermediate, junior high, and senior high levels. Publishers' addresses and descriptions of the materials are given; also included are lists of professional books, bulletins, and curriculum guides. (MS)

ABSTRACT 20521

EC 02 0521 ED N.A.
Publ. Date 68 26p.
Instructional Materials Suitable for Emotionally Disturbed and/or Socially Maladjusted Children.
Illinois State Department of Education, Springfield, Department of Special Education
EDRS not available

State Department of Education, Department of Special Education, Program Development and Evaluation, 316 South Second Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; emotionally disturbed; instructional materials; programed materials; resource guides; manipulative materials; readiness; reading; writing; spelling; listening; English; arithmetic; audiovisual aids; resource materials; socially maladjusted

Instructional materials for emotionally disturbed or socially maladjusted children are listed in the areas of readiness, reading, writing, spelling, listening, English, arithmetic, and social studies. Information on each item includes name, description of objective and format, price, and publisher. Lists of audiovisual equipment and publishers' addresses are also provided. (RD)

ABSTRACT 20809

EC 02 0809 ED 032 672
Publ. Date 69 304p.
Anderson, Robert M., Ed. and Others
Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; instructional materials; annotated bibliographies; mathematics; reading; language arts; spelling; social studies; sciences; health education; sex education; safety education; driver education; vocational education; physical education; art; music; handicrafts; home economics; industrial arts; teaching guides

Designed as a reference for general educators, a resource book for teachers of the disadvantaged and exceptional, a textbook, a tool for administrators, and a resource for librarians, the book contains a list of instructional resources which the authors or experienced others had used with positive impressions, plus recent materials. An introduction precedes the entries which are arranged by the following subjects: math; reading and English; listening and speaking; writing and typing; spelling; social studies; science; health, safety, and sex education; occupational education and work study; driver education, physical education and motor learning; art; music; crafts; home arts; industrial arts; and curriculum. For each entry the title, author, type of material, interest level, source, difficulty, and a description are given. Lists of references and of publishers are included. (RJ)

ABSTRACT 21098

EC 02 1098 ED 030 921
Publ. Date Oct 68 29p.
Tyson, Kenneth L.
Resource Guide to Selected Materials for the Vocational Guidance of Slow Learners.
EDRS mf,hc

Descriptors: exceptional child education; bibliographies; occupational guidance; publications; resource guides; resource materials; slow learners; vocational education; instructional materials; vocational counseling

This resource guide, compiled for reference use by teachers, counselors, and other people involved with the vocational guidance and education of slow learners, contains materials selected on the basis of having a direct use for or application to the specified area. While no consistent bibliographical form is used, the following categories have been designed to facilitate use of the guide: audio-visual materials, bibliographies, classroom ma-

terials, including textbooks and self study materials, curriculum materials, periodicals in the area of vocational guidance for the slow learner, professional materials intended to aid the teacher and counselor in keeping up to date on vocational guidance and occupational information applicable to the slow learner, and research and demonstration projects of interest to helping persons in the field of vocational guidance for the slow learner. The research reported herein was funded under Title III, Elementary and Secondary Education Act. (Author/CJ)

ABSTRACT 21156

EC 02 1156 ED N.A.
Publ. Date 70 2p.
Vergason, Glenn A. and Others
Playing Cards as Instructional Aids.
EDRS not available
Teaching Exceptional Children; V2 N2 P93-4 Win 1970

Descriptors: exceptional child education; instructional aids; educational games; perceptual motor coordination; physical development; arithmetic; group activities; recreational activities; creative teaching; student interests

Suggestions for the use of playing cards as instructional aids are made in the areas of development of physical abilities, coordination, memory, perception skills, and arithmetic concepts. Directions for relay games with cards, Slapjack, Concentration, and Spoons are provided along with the skills which each game requires. (RD)

ABSTRACT 21661

EC 02 1661 ED 021 304
Publ. Date (68) 17p.
Gust, Tim, Comp.
Communication for the Handicapped in College: An Annotated List of References and Aids.
Pittsburgh University, Pennsylvania, Research and Training Center in Vocational Rehabiliation
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: bibliographies; college students; communication problems; handicapped students

The material and references that follow are concerned with communication needs of the handicapped student in college. References concerning studies and surveys about the use of certain communication aids; listings of suppliers of aids, talking books, and large print books as well as articles dealing with more general information having reference to communication problems of the handicapped student are included. (Author)

ABSTRACT 21936

EC 02 1936 ED 036 915
Publ. Date (68) 19p.
Reading Materials for Exceptionally Talented Children as Suggested by Their Teachers.
North Carolina State Department of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; instructional materials; bibliographies; language arts; English; social studies; sciences; reference books; audiovisual aids; mathematics

Teacher recommended items for the gifted include books in the subject areas of language, social studies, science and mathematics; all are classified as either elementary, junior high or senior high level. Additional items listed are art books, records, films, magazines and newspapers, and reference materials. A guide to publishers is provided; also provided is a list of professional mimeographed materials all available on request on the gifted and aspects of instruction, screening and identification, and research. (JD)

ABSTRACT 21946

EC 02 1946 ED 036 925
Publ. Date Feb 69 20p.
Teaching and Training Aids for Orthopedic School Programs.
Wisconsin State Department of Public Instruction, Madison, Bureau for Handicapped Children
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; instructional materials; teacher developed materials; orthopedically handicapped; self care skills; communication skills; manipulative materials; audiovisual materials

Directions are given for making teaching aids for physically handicapped children. Self help materials aid dressing and communication; modified instructional materials teach visual, speech, and reading skills. Both types of materials are suggested for other uses as well. (JD)

ABSTRACT 22028

EC 02 2028 ED 036 041
Publ. Date (68) 63p.
A Sequentially Compiled List of Instructional Materials for Remediational Use with the ITPA.
Rocky Mountain Special Education Instructional Materials Center, Greeley, Colorado
Office of Education (DHEW), Washington, D. C., Division of Handicapped Children and Youth
EDRS mf,hc

Descriptors: exceptional child education; instructional materials; remedial instruction; psycholinguistics; language handicapped; language skills; instructional aids; instructional materials centers; bibliographies; annotated bibliographies; perceptual development; cognitive development; Illinois Test of Psycholinguistic Abilities

Instructional materials which can be utilized for remediational use for the subtests of the Illinois Test of Psycholinguistic Abilities are listed. Prepared by the Rocky Mountain Special Education Instructional Materials Center (RMSEIMC), the list represents appropriate materials available from that center. Commercial materials suitable for remediation of problems in the representational level of auditory perception, visual reception, auditory-vocal association, visual-motor association, verbal expression, manual expression, automatic level of grammatic closure, visual closure, auditory sequential memory, visual sequential memory, auditory closure, and sound blending are presented along with a short discussion of what the subtest purports to measure and training suggestions for remediation. The RMSEIMC library acquisition number, the developmental language age for using the material, publisher's address, price, and a brief description of the material are also given. (WW)

ABSTRACT 22300

EC 02 2300 ED N.A.
Publ. Date 70 125p.
Wedemeyer, Avaril; Cejka, Joyce
Creative Ideas for Teaching Exceptional Children.
EDRS not available
Love Publishing Company, Denver, Colorado 80222.

Descriptors: exceptional child education; instructional materials; creative teaching; creative activities; training techniques; manipulative materials; teaching methods

The booklet presents a large number of ideas, materials, and techniques for teaching and increasing perceptual motor control, language development, and number concepts for exceptional children. Each concept includes a drawing, a list of necessary materials, directions on its use, and suggestions for alternate experiences. Most of the materials can be easily and cheaply made. (JM)

ABSTRACT 22581

EC 02 2581 ED 038 826
Publ. Date 69 228p.
Buist, Charlotte A.; Schulman, Jerome L.
Toys and Games for Educationally Handicapped Children.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; instructional materials; bibliographies; toys; educational games; manipulative materials; visual perception; auditory perception; sensory training; memory; concept formation; motor development; psychomotor skills; verbal development; annotated bibliographies; intellectual development; language development; perceptual motor learning

Commercially available toys and games for children with educational handicaps, from general retardation to disabilities in limited areas of functioning are listed. For each toy, the name, manufacturer, and sex and age interest are stated; a description of the toy is given. All toys are classified according to the intellectual functions involved. These include visual perception (like-different, part-whole, spatial relations, figure-ground) and audi-

tory perception (like-different, figure-ground). Additional categories are retention and recall (visual memory, auditory memory), conceptualization, and expression (fine motor, gross motor, verbal). (JD)

ABSTRACT 22885

EC 02 2885 ED 040 537
Publ. Date Jul 69 295p.
Special Education Instructional Materials Center Catalog.
University of Oregon, Eugene, Northwest Regional Special Education Instructional Materials Center
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; instructional materials; handicapped children; instructional materials centers; booklists; instructional films; phonograph records; audiovisual aids; teaching machines; manipulative materials; slides; reference materials

The catalog primarily lists instructional materials, including audiovisual and manipulative materials, for use with handicapped children. Entries, which are arranged by curriculum or skill area, specify grade level and nature of the material. Also listed are professional books and resources, serials, free periodicals, professional audiovisual materials, curriculum guides, and psychological tests and diagnostic materials. Information on the Special Education Instructional Materials Center (SEIMC) states directors, associate centers, special collections and information sources, and services. (JD)

ABSTRACT 23073

EC 02 3073 ED N.A.
Publ. Date Apr 70 14p.
Armstrong, Jenny R.; Senzig, Karen
Educational Materials: Instructional Materials Used and Preferred by Wisconsin Teachers of the Mentally Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V5 N2 P73-86 Apr 1970

Descriptors: exceptional child research; teacher attitudes; instructional materials; mentally handicapped; questionnaires; evaluation methods

A questionnaire evaluating instructional materials was completed by 294 teachers of the mentally retarded in Wisconsin. Strengths, weaknesses, and general preferences were analyzed in the areas of reading materials (basic and supplementary reading series), spelling, mathematics, social studies, science, physical education, and audiovisual equipment. (RD)

ABSTRACT 23093

EC 02 3093 ED N.A.
Publ. Date 68 48p.
Garten, Muriel Kathryn, Comp.
A Resource Booklet of Instructional Materials: An Annotated Bibliography of Resources for the Teaching of Reading with Special Applicability to Students with Learning Disabilities.
EDRS not available
Center for Educational Services and Research, 845 Fox Meadow Road, Yorktown Heights, New York 10598 ($3.00).

Descriptors: exceptional child education; instructional materials; reading; learning disabilities; annotated bibliographies; bibliographies; tests

Annotations are provided for instructional materials useful in teaching reading to children with learning disabilities, from the readiness level through senior high school. Test and measurement instruments are also cited and annotated as are professional resources. (JD)

ABSTRACT 23358

EC 02 3358 ED N.A.
40p.
Adapting Materials for Educating Blind Children with Sighted Children.
University of the State of New York, Albany
EDRS not available
State University of New York, State Education Department, Bureau for Handicapped Children, Washington Avenue, Albany, New York 12203.

Descriptors: exceptional child education; visually handicapped; instructional materials; regular class placement; tactile adaptation; braille; talking books; sensory aids; resource materials; readiness; books; manipulative materials; puzzles; group activities; games; academic performance; experience charts; autoinstructional aids; creative activities

Specific materials which can be adapted for use by blind children who are integrated with sighted children are illustrated by photographs and described in terms of use, necessary skills, and objectives. In the areas of readiness, academic skills, and small group activities for kindergarten and intermediate grades, such materials as the following are included: tactile books, puzzles, braille readiness materials, experience charts, workbooks, flashcards, self-teaching activities, word wheels, manipulative aids, and others. (RD)

ABSTRACT 23577

EC 02 3577 ED 042 310
Publ. Date Jun 70 77p.
Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are breifly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

ABSTRACT 30050

EC 03 0050 ED N.A.
Publ. Date 69 66p.
Standards for School Media Programs.
American Association Of School Librarians, Chicago, Illinois;
National Education Association, Washington, D. C., Department Of Audiovisual Instruction
EDRS not available
American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($2.00).

Descriptors: instructional materials centers; instructional media; media specialists; standards; guidelines; audiovisual centers; educational facilities

National standards are presented to provide guidelines for media programs of good quality and to establish criteria for the media services, resources, and facilities in the educational process. The term media is used to refer to printed and audiovisual forms of communication and their accompanying technology. The standards, applying to schools with 250 or more students, describe services and note requirements for the staff, resources (size and expenditures), materials (selection, accessibility, and organization), and facilities needed to implement an effective media program. The document is directed to such a program at the individual school level. (KW)

ABSTRACT 30059

EC 03 0059 ED N.A.
Publ. Date 70 60p.
Gott, Margaret E.; Wailes, James R.
High Interest-Low Vocabulary Science Books: Reading Level Grades 1-4.
EDRS not available
Bureau Of Educational Research, School Of Education, University Of Colorado, Boulder, Colorado 80302 ($1.00).

Descriptors: annotated bibliographies; childrens books; high interest low vocabulary books; sciences; grade 1; grade 2; grade 3; grade 4; remedial reading

Written for remedial reading and classroom teachers, the bibliography lists high interest low vocabulary science

books. Brief annotations follow most of the listings which include author, title, publisher, date of publication or copyright, number of pages, price, and interest level. Most books listed were tested for readability. Books are listed by grade level (grades one through four) and subject. Included is a list of publishers and their addresses. (MS)

ABSTRACT 30130

EC 03 0130 ED N.A.
Publ. Date 68 132p.
Dorward, Barbara; Barraga, Natalie
Teaching Aids for Blind and Visually Limited Children.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($2.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; tactual perception; teacher developed materials; number concepts; braille

Intended for both parents and teachers, the guide details the construction and use of 32 teaching aids for visually handicapped children. The tactual aids develop numerical concepts and braille reading skills. (JD)

ABSTRACT 30136

EC 03 0136 ED N.A.
Publ. Date 69 87p.

Sources of Reading Materials for the Visually Handicapped.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.00).

Descriptors: exceptional child services; visually handicapped; instructional materials; reading materials; library services; publications; large type materials; braille; talking books; directories

A series of 21 leaflets covers sources of reading materials for the visually handicapped. Included are lists of library and reference services, sources of various types of recreational and educational reading materials, and names and addresses of publishers. Sources for braille publications, large type publications, tapes, talking books, and braille music are all listed. (Author/JD)

ABSTRACT 30219

EC 03 0219 ED N.A.
Publ. Date Oct 70 3p.
Logan, David A.
Educational Materials: Instructional Materials Resources.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N3 P130-2 Oct 1970

Descriptors: exceptional child education; mentally handicapped; instructional materials; resource materials; bibliographies

Presented is a selected bibliography of listings of instructional materials resources for teachers of the mentally handicapped. Each item listed is, itself, a list of resources and materials. (KW)

ABSTRACT 30238

EC 03 0238 ED 043 185
Publ. Date 68 37p.
Dunn, Lloyd M. And Others
Effectiveness of the Peabody Language Development Kits with Educable Mentally Retarded Children: A Report After Two and One-Half Years. IMRID Papers and Reports, Volume V, No. 15.
George Peabody College For Teachers, Nashville, Tennessee, Institute On Mental Retardation And Intellectual Development
National Institute Of Child Health And Human Development, Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; language development; instructional materials; material development; language instruction; intellectual development; culturally disadvantaged; academic achievement; Peabody Language Development Kits

To determine the effectiveness of the Peabody Language Development Kits over an extended period (2.5 years) with educable mentally retarded (EMR) children, daily oral language stimulation lessons using Levels One and Two of the kit were given to 27 classes for the EMR in schools with culturally disadvantaged populations. Results showed the effectiveness of Peabody Language Development Kit (PLDK) lessons to be significant in areas of language and cognitive growth, but negligible in school achievement. The greater effect indicated by Level One of PLDK was discounted due to unequal treatment; no differentiation in performance was seen among the sexes, with an exception in the area of mathematics. Parallel characteristics in research findings among non-retarded disadvantaged were noted. (RD)

ABSTRACT 30245

EC 03 0245 ED N.A.
Publ. Date 67 12p.
Booker, Margaret
Magazines and Newspapers Which May Be Used in the Instruction of Exceptional Children and Youth. Teacher Information Series No. 23.
Indiana State Department Of Public Instruction, Indianapolis, Division Of Special Education
EDRS not available
Division Of Special Education, Indiana Department Of Public Instruction, State Office Building, 100 North Senate Avenue, Indianapolis, Indiana 46204.

Descriptors: exceptional child education; handicapped children; instructional materials; bibliographies; newspapers; periodicals

Forty-four magazines are suggested for use with exceptional children along with a number of current affairs publications and other resource materials. Selection criteria are also suggested. (JD)

ABSTRACT 30309

EC 03 0309 ED N.A.
Publ. Date 70 22p.
A Selected Annotated Bibliography of Books, Films, and Teaching Media on Sign Language.
National Association Of The Deaf, Silver Spring, Maryland
EDRS not available
National Association Of The Deaf, 905 Bonifant Street, Silver Spring, Maryland 20910.

Descriptors: exceptional child education; aurally handicapped; bibliographies; annotated bibliographies; finger spelling; sign language; instructional materials; films; manual communication

The bibliography lists 22 books and nine films and other teaching media on fingerspelling and sign language. Each entry is annotated; books date from 1960 to 1970. (JD)

ABSTRACT 30313

EC 03 0313 ED N.A.
Publ. Date 60 16p.
Eakin, William M.; McFarland, Thomas L.
Type, Printing, and the Partially Seeing Child.
EDRS not available
Stanwix House, Inc., 3020 Chartiers Avenue, Pittsburgh, Pennsylvania 15204.

Descriptors: exceptional child education; visually handicapped; partially sighted; large type materials; printing; reading materials

The booklet discusses large type materials for the partially seeing child. The production of such materials is featured. Printing terms are defined, and large type, clear type books, and type face legibility are demonstrated. Style and size of type, its elements, and the problems involved in accurate measuring and standardization are also considered. (KW)

ABSTRACT 30353

EC 03 0353 ED 033 597
Publ. Date 69 345p.
Pearson, Neville P.; Butler, Lucius
Instructional Materials Centers: Selected Readings.
EDRS not available
Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415 ($6.00).

Descriptors: instructional materials centers; resource centers; audiovisual centers; information centers; libraries; library services; instructional materials; instructional media

The expanded concept of the school library emerging as a comprehensive instructional materials center is examined in the collection of selected readings. Aspects of such a resource center are discussed for the areas of elementary school, junior high school, senior high school, the total school district, the junior college, and the four-year college and university. The philosophy and role of the instructional materials center, and

its relationship with increased emphasis on media are included. Administrative organization and practical operational techniques are examined in selected articles along with the role of personnel within the center. Evaluation methods for programs in an instructional materials center are explored, and a selected bibliography is provided. (RD)

ABSTRACT 30422

EC 03 0422 ED 043 986
Publ. Date 69 129p.
Wiedel, Joseph W.; Groves, Paul A.
Tactual Mapping: Design, Reproduction Reading and Interpretation. Final Report.
Maryland University, College Park, Department Of Geography
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: visually handicapped; maps; tactile adaptation; visually handicapped mobility; visually handicapped orientation; map skills; research projects; raised line drawings

Reported are the findings of a research project conducted to design easily reproducible, large-scale maps for use by the blind to improve their mobility and orientation. The emphasis was on maps varying in scale from general orientation maps of metropolitan areas to mobility maps of neighborhoods or individual buildings. The design, construction, reproduction, and reading of the maps are described. Many photographs of samples of tactual mobility maps, instructions for use, and a map reading test are included. (KW)

ABSTRACT 30425

EC 03 0425 ED 043 989
Publ. Date Feb 69 128p.
Burke, Donald A.
The Media-Curriculum Specialist in Special Education: Resources Notebook. Report of the Media-Curriculum Institute (East Lansing, Michigan, June 16-20, 1969).
Michigan State University, East Lansing
Michigan State Department Of Education, Lansing
EDRS mf,hc

Descriptors: exceptional child education; instructional media; media specialists; conference reports; resource guides; instructional materials; curriculum; instructional materials centers

Designed as a resource notebook for persons interested in the Media Curriculum Resource Specialist concept, the manual presents a summary of the activities of the Media Curriculum Institute held at Michigan State University (June 16-20, 1969). The section on administrative considerations provides a script for a slide presentation on an instructional materials center; the need for a media curriculum specialist, contributed by David Haarer; and a description of the operation at the Michigan State University Regional Instructional Materials Center, by W.E. Mellon. Focusing on the instruction of teachers in the use of media curriculum, the second portion contains three slide presentation scripts to inform teachers, and suggests guides for the construction of program objectives. The final and most lengthy section provides a list of sources of educational media for speech and language services, suggestions for teacher made materials, and commercial materials and equipment suitable in such areas as the visually handicapped, hearing impaired, perceptually handicapped, gross and fine motor development, physical education, and music instruction. (RD)

ABSTRACT 30472

EC 03 0472 ED N.A.
Publ. Date Nov 70 8p.
McIntyre, Robert B.
Out of the Classroom: Evaluation of Instructional Materials and Programs: Applications of a Systems Approach.
EDRS not available
Exceptional Children; V37 N3 P213-20 Nov 1970

Descriptors: exceptional child research; evaluation methods; instructional materials; systems approach; models; instructional materials centers; program evaluation; evaluation criteria; Southern California University Instructional Materials Center

The concept of evaluation is explored, and present sources of information in education are noted. Characteristics of educational research and evaluation are discussed. Also presented is a suggested systems model for evaluation incorporating the components of input variables, event variables, behavioral objectives, and final results as input for continued interaction. The evaluation model used at the University of Southern California Special Education Instructional Materials Center (SEIMC) is described with attention to empirical validation, evaluation criteria, and the applicability of the approach to evaluation of materials in a total program. (RD)

ABSTRACT 30620

EC 03 0620 ED 044 857
Publ. Date Aug 70 30p.
National Center on Educational Media and Materials for the Handicapped: Policies and Procedures.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child services; handicapped children; instructional materials centers; instructional media; educational technology; instructional materials; national programs; federal legislation; administrative policy; Bureau of Education for the Handicapped

The document outlines aspects of the new National Center on Educational Media and Materials for the Handicapped (NCEMMH), whose establishment was approved by Public Law 91-61 in August, 1969. It will provide a setting where special education educators and educational technologists can create, design, and develop new instructional tools and techniques. Covered are details related to legislative history, eligibility, planning contracts, developmental sequence, purpose and scope, location, relationship to Special Education IMC RMC network, advisory boards, and submission of project proposals. (KW)

ABSTRACT 30668

EC 03 0668 ED N.A.
Publ. Date 70 201p.
Spache, George D.
Good Reading for the Disadvantaged Reader: Multi-Ethnic Resources.
EDRS not available
Garrard Publishing Company, 1607 North Market Street, Champaign, Illinois 61820 ($4.25).

Descriptors: culturally disadvantaged; disadvantaged youth; self concept; Mexican Americans; American Indians; Negroes; multicultural textbooks; reading materials; Puerto Ricans; audiovisual aids; migrants; minority groups; social sciences; Negro literature; Eskimos; illiterate adults; textbooks; urban environment; bibliographies; annotated bibliographies

Designed to alert teachers to books with which minority groups can identify, the text includes a range of attitudes on race and human relations. The importance of developing and building self concept and reading instruction and the disadvantaged are discussed. Books are listed for primary, intermediate, and secondary levels on the following topics: heritage of the Black American from Africa and other countries, American Heritage of the Black American, the Black American today, background and history of the American Indian, the American Indian today, the Eskimo and Alaska (all levels), inner city life, the Mexican American, and migrant workers. Also included are books on Orientals, Puerto Ricans, social science and science, reading improvement, art, music, literature, and human relations. Audiovisual and professional resources are listed as are materials for basic education of adult illiterates and school dropouts. Author and title indexes and publishers' addresses are provided. (RJ)

ABSTRACT 30669

EC 03 0669 ED N.A.
Publ. Date 70 300p.
Spache, George D.
Good Reading for Poor Readers.
EDRS not available
Garrard Publishing Company, 1607 North Market Street, Champaign, Illinois 61820 ($4.25).

Descriptors: bibliographies; annotated bibliographies; bibliotherapy; reading materials; reading difficulty; readability

The text is an attempt to go beyond a general bibliography of good books by trying to point out factors which influ-

ence childrens' reactions to books. Topics discussed are the right book for the right child, choosing the right type of book, using books to help solve children's problems, and estimating readability. The following lists are provided: trade books useful with poor readers, adapted and simplified materials, textbooks, workbooks, games, magazines and newspapers, series books, book clubs, indexes and reading lists, programed materials, material on visual perception, and resources for teachers of the disadvantaged. An appendix includes the Spache Readability Formula, author and title indexes, and a publishers' directory. (RJ)

ABSTRACT 30703

EC 03 0703 ED N.A.
Publ. Date 70 80p.
Standards for Production of Reading Materials for the Blind and Visually Handicapped.
Commission On Standards And Accreditation Of Services For The Blind, New York, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
OEG-0-9-422151-3709(607)
National Accreditation Council, 79 Madison Avenue, New York, New York 10016 ($1.50).

Descriptors: exceptional child services; visually handicapped; blind; partially sighted; standards; media technology; braille; large type materials; tape recordings; tactile adaptation

Standards for production of large print materials, recorded materials, and tactile materials (braille) for the visually handicapped and blind are set forth. General policies and principles considered include selection of materials, copyrights and permissions, proofreading and monitoring, central reporting, master copy duplication, and user participation. Standards presented for large print materials include hand transcribing, photo enlargement, and typesetting. Standards for recorded materials cover the reader, proofreading, master tapes, intergroup cooperation, tape reproduction, and disc production. Standards on hand transcribing of braille and press-produced braille materials are among those provided for tactile materials. References are listed. (MS)

ABSTRACT 30822

EC 03 0822 ED N.A.
Publ. Date 69 10p.
Sex Education Bibliography: A Selected List of Materials and Sources for Teachers.
Michigan State Department Of Education, Lansing
EDRS not available
Michigan Department Of Education, 735 East Michigan Avenue, Lansing, Michigan 48913.

Descriptors: sex education; bibliographies; annotated bibliographies; program planning; agencies; audiovisual aids; instructional materials

Designed for teachers and administrators interested in sex education programs, the selected bibliography contains lists of books, pamphlets, and periodical articles relating to sex education. Also provided are names and addresses of resource agencies for program development, curriculum guides, pamphlet sources, audiovisual materials, and sources for additional films. (RD)

ABSTRACT 30883

EC 03 0883 ED N.A.
Publ. Date Dec 70 10p.
Stark, Mary Lou
Restoration and Habilitation of Handwriting Skills to Adults in a Rehabilitation Center Setting.
EDRS not available
New Outlook For The Blind; V64 N10 P330-9 Dec 1970

Descriptors: visually handicapped; handwriting; teaching methods; instructional materials; tactual perception; tactile adaptation; kinesthetic perception

Suggestions are presented for assisting the visually handicapped to develop or improve their handwriting skills. Instructional materials to guide the writer (templets, raised line paper, and others) are described and their availability is given. (RJ)

ABSTRACT 30884

EC 03 0884 ED N.A.
Publ. Date 70 10p.
Franks, Frank L.
Measurement in Science for Blind Students.
EDRS not available
Teaching Exceptional Children; V3 N1 P2-11 Fall 1970

Descriptors: exceptional child education; visually handicapped; measurement instruments; science materials; scientific concepts; instructional aids

Science measurement instruments specially modified for use by blind students are pictured and described. The devices include thermometer, ruler, balances, weights, graduates, and blocks of equal volume with different weights. These instruments were the ones identified as necessary to teach scientific measurement operations and basic properties of matter, essential to teaching most of the basic concepts in life science, earth science, and physical science as taught in elementary and junior high school. (KW)

ABSTRACT 30945

EC 03 0945 ED N.A.
Publ. Date 70 184p.
Humphrey, James H.; Sullivan, Dorothy D.
Teaching Slow Learners Through Active Games.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; slow learners; teaching methods; teaching guides; teacher education; games; elementary education; mathematics; science activities

Designed for teachers and teacher educators, the text is a discussion of the use of active games in the teaching of slow learners. The first four chapters are concerned with the identification of various types of slow learners, the theory of active game learning, research, and factors influencing learning through active games. The last three chapters consist of over 200 examples of games suitable for use in learning skills and concepts in the areas of reading, elementary school mathematics, and elementary school science. (CD)

ABSTRACT 30993

EC 03 0993 ED N.A.
Publ. Date Nov 70 6p.
Rivera, Feliciano; Cordova, Hector L.
Curriculum and Materials for Bilingual, Bicultural Education.
EDRS not available
National Elementary Principal; V50 N2 P56-61 Nov 1970

Descriptors: disadvantaged groups; Mexican Americans; educationally disadvantaged; instructional materials; educational planning; curriculum development; elementary education; language role

Designed for teachers, administrators, and community members, the article suggests some general considerations in planning and implementing an elementary school curriculum to aid the Mexican American. Curricula objectives are outlined that supercede the diversity of the Mexican Americans. Materials that interpret the cultural and historical interactions of Spaniard, Indian, Anglo, and Mexican (using language as an insight into a different cultural perspective) are recommended. Several examples of commercially available materials are described. Greater involvement by all who work with the Mexican American is stressed with the need for bilingual counselors and teachers being primary. (CD)

ABSTRACT 31016

EC 03 1016 ED N.A.
Publ. Date Dec 70 11p.
Rex, Evelyn J.
A Study of Basal Readers and Experimental Supplementary Instructional Materials for Teaching Primary Reading in Braille: Part I–An Analysis of Braille Features in Basal Readers.
EDRS not available
Education Of The Visually Handicapped; V2 N4 P97-107 Dec 1970

Descriptors: exceptional child research; visually handicapped; reading materials; basic vocabulary; basic reading; braille; instructional materials; beginning reading; contractions

To provide useful information for reading teachers of young blind children using a basal reader series, Braille features in four basal reader series were

analyzed. The aspect analyzed was the use of contractions in new vocabulary. The series involved were: Ginn Basic Readers, Curriculum Foundation Series, Sheldon Basic Reading Series, and Reading for Meaning Series. Vocabulary lists at seven reading levels were analyzed for appearance of contractions, which were classified in five Braille orthographic categories. Tables present data on initial use of contractions (87% of all contractions in Braille literary code were used, 60% introduced by end of first grade), rate of introduction, frequency of appearance, orthographic categories, and commonality of use. The four series were very similar in all aspects. Implications of the study for teachers of the blind with regard to use of basal readers as instructional materials are discussed. (KW)

ABSTRACT 31068

EC 03 1068 ED N.A.
Publ. Date Dec 70 9p.
Berger, Allen; Kautz, Constance R.
Sources of Information and Materials for Blind and Visually Limited Pupils.
EDRS not available
Elementary English; V47 N8 P1097-1105 Dec 1970

Descriptors: exceptional child services; visually handicapped; blind; regular class placement; instructional materials; braille; information services; teaching methods; teacher developed materials

Designed for regular classroom teachers, the article presents sources of information and materials for blind and visually handicapped pupils. Terminology, school problems, the Braille system of reading and writing, as well as other methods and materials are described. A listing of selected agencies and organizations is provided. (CD)

ABSTRACT 31242

EC 03 1242 ED 046 158
Publ. Date 70 91p.
The Role of Media in the Education of Emotionally Handicapped Children. Proceedings of a Special Study Institute (Riverhead, New York, April 22-24, 1970).
New York Education Department, Albany, Division For Handicapped Children;
Suffolk County Board Of Cooperative Educational Services, Patchogue, New York
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; media technology; computer assisted instruction; televised instruction; instructional media; instructional materials centers; typewriting; closed circuit television; conference reports

Summarized are the proceedings of the Special Study Institute, attended by directors of special education and of educational communications, and by teachers of emotionally handicapped children. Several projects in the fields of special education media were presented and reviewed, illustrating innovative approaches to teaching emotionally handicapped children. Presentations covered computer-based instructional units, use of media by teachers, the talking typewriter, computer-assisted instruction, analysis of student behavior via closed circuit television, and implications of educational television. Also included are the keynote address by Raymond Wyman and a discussion of the Special Education Instructional Materials Centers (SEIMCs). (KW)

ABSTRACT 31257

EC 03 1257 ED 046 173
Publ. Date Apr 69 37p.
Slick, Myrna H.
Recreational Reading Materials for Special Education Students.
EDRS mf,hc
Submitted By The Author In Partial Fulfillment For Masters Degree, University Of Pittsburgh.

Descriptors: exceptional child education; educable mentally handicapped; library services; reading materials; annotated bibliographies; leisure time; secondary schools; school services; recreational reading

The provision of recreational reading materials and programs for the special education student, defined for this study as the educable mentally retarded, is considered. The role and responsibility of the high school librarian in this area is defined, emphasizing cooperation with the special education classroom teachers. Methods which librarians can use to reach and interest the students in reading are discussed. Sources to help the librarian find appropriate available books are listed. The major section of the paper is an annotated list of suggested books to purchase for library use for special education students. The list is limited to recreational reading materials currently being published (at the time of writing). Recommended publishers to contact are also included. (KW)

ABSTRACT 31403

EC 03 1403 ED N.A.
Publ. Date 70 48p.
Griffin, Louise
Books in Pre-School.
ERIC Clearinghouse On Early Childhood Education, Urbana, Illinois;
National Association For The Education Of Young Children, Washington, D. C.
Office Of Education, Washington, D. C.
EDRS not available
OEC-0-70-2623(519)
BR-0-0288
National Association For The Education Of Young Children, 1834 Connecticut Avenue, N. W., Washington, D. C. 20009.

Descriptors: childrens books; reading materials; preschool children; preschool education; foreign language books; library acquisition; reading material selection; bibliographies; bilingual students; native speakers

The booklet is intended as a guide to selecting, purchasing, and using books for young children in preschool. Considerations in choosing the right book, such as illustrations, subject matter, style of writing, language, integrity, and concepts, are explored. Selection aids (books, periodicals) and a bibliography of children's books are listed. Suggestions for reading and using books are made. Four kinds of books made by a child about himself are described. A discussion of books in other languages offers ideas for using books with bilingual or non-English speaking children, sources of such books, selected references to ERIC documents related to bilingual education, and lists of bilingual and non-English books. Also covered are the use of the public library and facts about buying the books. A chart of U.S. book wholesalers is included. (KW)

ABSTRACT 31404

EC 03 1404 ED N.A.
Publ. Date 70 74p.
Griffin, Louise
Multi-Ethnic Books for Young Children.
ERIC Clearinghouse On Early Childhood Education, Urbana, Illinois;
National Association For The Education Of Young Children, Washington, D. C.
Office Of Education, Washington, D. C.
EDRS not available
OEC-0-70-2623(519)
BR-0-0288
National Association For The Education Of Young Children, 1834 Connecticut Avenue, N. W., Washington, D. C. 20009 ($2.00).

Descriptors: exceptional child education; ethnic groups; racial differences, foreign culture; childrens books; reading materials; annotated bibliographies; minority groups; foreign countries; elementary school students; preschool children; early childhood; childhood; cultural differences

Prepared in response to requests from parents and teachers, particularly of Head Start children, the annotated bibliography lists books with different ethnic, racial, or national emphases. Appropriate levels, which are suggested for each book, range from preschool to age 12 years. Separate chapters deal with books accenting American Indians and Eskimos, Appalachia, Afro-Americans, Hawaii and the Philippines, Latin-American derivation, Asian derivation, Jewish derivation, European derivation, and diversity. Also listed are some adult books for parents and teachers and a directory of publishers.

ABSTRACT 31425

EC 03 1425 ED N.A.
Publ. Date 66 88p.
Davidow, Mae E.
The Abacus Made Easy.
EDRS not available
American Printing House For The Blind, P. O. Box 6085, Louisville, Kentucky 40206.

Descriptors: exceptional child education; visually handicapped; teaching guides; large type materials; mathematics; slow learners; instructional materials; Cranmer Abacus

A simplified manual for teaching the Cranmer Abacus to visually handicapped students is presented. Written in large type print, the text describes in a simple, concise manner how to add, subtract, multiply, divide, handle decimals, fractions, percent, and square root on an abacus. The author stresses the importance of studying the abacus one step at a time, making certain every step is understood. (CD)

ABSTRACT 31469

EC 03 1469 ED 046 204
Publ. Date Jun 70 35p.
Music the Healer: A Bibliography.
Washington State Library, Olympia
EDRS mf,hc

Descriptors: music; handicapped; bibliographies; therapy; music activities; aural stimuli; psychotherapy; emotionally disturbed; mentally handicapped; music therapy; audioanalgesia

The bibliography contains references to primarily journal literature dealing with music as a therapeutic tool. References to articles concerned with music as a healer are listed under one of the following categories: activities, audioanalgesia, education, effects, emotionally disturbed children, geriatrics, handicapped, medicine, mentally ill, mentally retarded, music therapy, offenders (use of music in prisons), psychotherapy, music therapists, and bibliographies. (KW)

ABSTRACT 31499

EC 03 1499 ED N.A.
Publ. Date 69 136p.
Library Services to the Exceptional Child.

American Library Association, Chicago, Illinois
EDRS not available
Children's Services Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($2.00).

Descriptors: exceptional child services; handicapped children; library services; annotated bibliographies; libraries; reading materials; demonstration projects; bibliotherapy

The packet of information contains 12 pamphlets dealing with library services and facilities for exceptional children. Included are the report and descriptions of a demonstration project to expand library services for mentally retarded, socially maladjusted, and other handicapped children at the Public Library of Cincinnati and Hamilton County, and other materials compiled by the Exceptional Children's Division of that library. These consist of a description of services, and annotated lists of books for deaf and hard of hearing children in the primary and intermediate grades, for mentally retarded children, for use in discussion with socially maladjusted boys and with similar girls ages 12-15 years, for youth and workers with delinquent-prone youth, for children with problems of hostility and/or parent relationships, for troubled children who need to develop less damaging and more positive self-images, and for potential dropouts who might be motivated and encouraged by reading dramatizations of individual aspiration. Information is also provided on a film helpful in defining the need for good library service for handicapped children. (KW)

ABSTRACT 31524

EC 03 1524 ED 046 444
Publ. Date 70 90p.
Exceptional Children Conference Papers: The Use and Evaluation of Instructional Technology in the Classroom.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Instructional Technology (San Antonio, Texas, December 1-4, 1970).

Descriptors: exceptional child education; instructional technology; conference reports; evaluation; educational equipment; classroom materials; computer assisted instruction; learning processes

A collection of ten papers selected from those presented at the Special Conference on Instructional Technology (San Antonio, Texas, December 1-4, 1970) consider the use and evaluation of instructional technology in the classroom. Papers examine such areas as stimulation of the learning process through technology, the use of the paraprofessional as an interface through programed tutoring in the teaching of reading, the modular instructional system as an interface, man-machine interfaces in training optacon readers, a computer assisted instruction course in the early identification of handicapped children, evaluation of instructional materials and prediction of student performance, validation of learning modules, and instructional resources and their application to a child centered learning process. Other collections of papers from the conference have been compiled and are available as EC 031 520 (Adoption of Technology and Program Development), EC 031 521 (Instructional Technology for Personnel Training), EC 031 522 (The Improvement of Special Education Through Instructional Technology), and EC 031 523 (Communication, Production, and Dissemination of Instructional Technology). (CD)

ABSTRACT 31609

EC 03 1609 ED 046 463
Publ. Date 69 63p.
Proceedings of a Special Study Institute for Tennessee Educators of Visually Handicapped Pupils (Louisville, Kentucky, April 21-23, 1969).
Tennessee State Department Of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; instructional materials; instructional materials centers; material development; conference reports; listening comprehension; American Printing House for the Blind

Presented are the proceedings of the Institute held to provide public day school personnel (teachers, administrators, and materials center personnel) with an opportunity to study methods of locating, acquiring, and utilizing materials for visually handicapped students. Recent research, new materials, and information from materials centers and commercial resources were reviewed. Papers and presentations included briefly review programs for the visually handicapped in Tennessee and describe the organization and services of the American Printing House for the Blind (Louisville, Kentucky), where the Institute was held. Other papers treat the use and coordination of services of instructional materials centers, current projects for development of materials (school readiness materials, and use of simple machines), three research projects at the American Printing House, reading and listening comprehension, and basic precepts in the teaching of the visually handicapped. (KW)

ABSTRACT 31637

EC 03 1637 ED N.A.
Publ. Date Feb 71 8p.
Meyen, Edward L. And Others
Special Class Teachers as Field Testing Evaluators.
EDRS not available
Training School Bulletin; V67 N4 P198-205 Feb 1971

Descriptors: exceptional child education; educable mentally handicapped; instructional materials; evaluation methods; teacher role; special education teachers; mentally handicapped

The study was designed to examine the feasibility of using special education teachers as evaluators of instructional materials. Nineteen teachers of the educable mentally retarded at the junior high school level were given instructional packages consisting of a unit on law and authority (specifically, shoplifting) to use in their classrooms. Teachers were instructed to evaluate each lesson as well as the total unit. Evaluations by the teachers after field testing were helpful in revising the package, and it was determined that teachers are able to make very useful comments in redesigning materials before final publication. (Author/KW)

ABSTRACT 31699

EC 03 1699 ED N.A.
Publ. Date 71 16p.
Toys for Early Development of the Young Blind Child.
Illinois State Office Of The Superintendent Of Public Instruction, Springfield, Instructional Materials Center For The Visually Handicapped
Office Of Education (DHEW), Washing-

ton, D. C., Bureau Of Education For The Handicapped
EDRS not available
Illinois Office Of The Superintendent Of Public Instruction, Instructional Materials Center For The Visually Handicapped, 1020 South Spring Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; visually handicapped; toys; resource guides; parent education; infancy; early childhood

The booklet suggests toys which tend to encourage the development of certain skills in the young blind child. Listed are types of toys, their purpose, a sample toy of each type, and the manufacturer of the sample toy appropriate for the following age groups: 6 months to 1 year, 1 to 2 years, and 2-3 years of age. The booklet was designed to accompany kits of toys for each age level, but can also be used independently as a guide. (KW)

ABSTRACT 31716

EC 03 1716 ED N.A.
Publ. Date Mar 71 2p.
Wolinsky, Gloria F.
Materials to Prepare Children for Hospital Experiences.
EDRS not available
Exceptional Children; V37 N7 P527-8 Mar 1971

Descriptors: exceptional child education; special health problems; hospital adjustment; annotated bibliographies

Listed are 11 selected booklets, pamphlets, and books developed by hospitals and nonprofit organizations to help prepare a child for hospitalization. All are inexpensive and can be given to children for personal use. Each item is briefly described. (KW)

ABSTRACT 31807

EC 03 1807 ED N.A.
Publ. Date 70 193p.
Landau, Robert A., Ed.; Nyren, Judith S., Ed.
Large Type Books in Print.
EDRS not available
R. R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036 ($10.00).

Descriptors: visually handicapped; bibliographies; large type materials; library services

Printed in large type (16pt.), the text is a compilation of large type materials currently available. General reading and reference works, and textbooks are included in the compilation. Publisher and price information accompanies all entries and suggested grade levels are listed in the textbook section. Designed primarily for large type readers, the book also provides information to librarians and teachers. (CD)

ABSTRACT 31913

EC 03 1913 ED N.A.
Publ. Date 69 105p.
McCarthy, John L., Ed.
A Guide to Curriculum Materials for Exceptional Children.
EDRS not available
Lowell Publications, P. O. Box 142, Mt. Pleasant, Michigan 48858 ($4.00).

Descriptors: exceptional child education; handicapped children; instructional materials; resource guides; educable mentally handicapped; perceptually handicapped

Intended to assist teachers and administrators in locating curriculum materials for exceptional children, the resource guide lists the price and source of various types of materials, and includes a brief description of each. The majority of the material presented is noted as appropriate for use in the education of the educable mentally retarded, although a large amount is also indicated for use with students who have perceptual problems and other types of learning difficulties. The materials are grouped under the following topic categories: alphabet, business, coordination, current events, driver education, English, health and science, home economics, language development, mathematics, music, occupational education, perceptual development, physical education, and miscellaneous (catalogs, equipment, films, learning and manipulative materials, and tests). (KW)

ABSTRACT 31921

EC 03 1921 ED 048 686
Publ. Date 70 56p.
Ostberg, Ann-Mari; Lindqvist, Bengt
Learning Problems in Connection with Special Information Media for the Visually Handicapped--A Selected Bibliography.
Teachers College of Uppsala, Sweden
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; instructional media; bibliographies; material development; listening; listening skills; aural learning; tactile adaptation; partially sighted; large type materials; tactual perception; braille

The bibliography was compiled with the intent to cover areas of special interest with regard to a research program at the Teachers College of Uppsala, Sweden dealing with problems in connection with the special information media for the blind which serve as substitutes for inkprint. Entered in the first section--an introduction to blindness--are bibliographies, abstract journals, periodicals, reviews of research, and other general literature on the education of the blind. The rest of the bibliographic material is divided into three sections from the point of view of the sensory channel providing information: Auding, Tactile Information, and Visual Information with Partial Sight. Literature dealing with more than one area is cross referenced, and most books and doctoral dissertations are annotated. The hearing section lists research and literature reviews and literature on comparison of auditory and visual perception, barriers to effective listening, critical listening, distant learning (i.e., teleteaching, homebound instruction), intelligence and listening, listening with regard to the blind, note-taking, rate-controlled speech, and teaching of listening. Literature treating braille, form perception, maps, illustrations, and size and texture discrimination is entered in the tactile information section. (KW)

ABSTRACT 31950

EC 03 1950 ED N.A.
Publ. Date Mar 71 7p.
Rex, Evelyn J.
A Study of Basal Readers and Experimental Supplementary Instructional Materials for Teaching Primary Reading in Braille. Part II: Instructional Materials for Teaching Reading in Braille.
EDRS not available
Education of the Visually Handicapped; V3 N1 P1-7 Mar 1971

Descriptors: exceptional child education; visually handicapped; instructional materials; basic reading; braille; reading materials; basal readers

The article presents part II of a two part series on basal readers and instructional materials for teaching primary reading in braille. Part I discussed the findings of an analysis of braille features in basal readers. The second part is concerned with the application of the results of the analysis. The development of experimental materials with the thought that they could become the basis of a more extensive set of materials intended for blind children is described, and a pilot study of the materials to test their effectiveness is reported. Suggestions are made for further use of the results of the analysis such as in early reading instruction, remedial instructional materials, transition from print to braille, word recognition, phonic instruction, and basal readers as instructional material. (CD)

ABSTRACT 32171

EC 03 2171 ED N.A.
Publ. Date May 71 188p.
Berridge, Wayne E.; Siedow, Mary D.
Guide to Materials for Reading Instruction.
Indiana University, Bloomington, ERIC Clearinghouse On Reading
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS not available
ERIC/CRIER, 200 Pine Hall, School of Education, Indiana University, Bloomington, Indiana 47401.

Descriptors: reading materials; resource guides; textbooks; workbooks; instructional materials; audiovisual aids

The guide is designed to present to teachers and other educational planners a comprehensive list of alternative reading materials available to meet a given instructional need. Entries are organized by publishers, who appear in alphabetical order. Materials are divided into two major categories for each publisher: basal and nonbasal. Basal programs are organized into a developmental sequence, proceeding from readiness material through the various reading levels. Nonbasal materials are organized by type and, within types, by grade level. Indicated for each entry are the type of

material (reader, workbook, supplementary reader, enrichment reader, audiovisual aid, visual aid, audio aid, teacher resource, boxed developmental materials, or teaching machine), grade level (reading difficulty and interest level), setting of material (local environment, urban setting, or literary), skills development, and type of binding. Three specialized indexes, which sort interest levels into grade levels and skills into grade and interest levels, are included to provide access to specific types of materials sought. For example, materials of a high school interest level with a sixth grade reading difficulty level could be located through one of the indexes. (KW)

ABSTRACT 32185

EC 03 2185 ED N.A.
Publ. Date May 71 13p.
Zimmerman, Lyndall D.; Calovini, Gloria
Toys as Learning Materials for Preschool Children.
EDRS not available
Exceptional Children; V37 N9 P642-54 May 1971

Descriptors: child development; toys; early childhood education; early childhood; skill development

Attention is given to preschool environments, curriculum objectives and goals, and some basic principles of learning as necessary background considerations for the selection of toys as learning materials to enrich the experiences of preschool children. Bases for specific selection of toys are discussed. Basic child development information is recommended as important for good selection of toys for children whose development has been influenced by physical, mental, emotional, or environmental deprivations. Child development profiles or inventories are presented for ages 1, 2, 3, and 4 years, identifying the characteristics of each stage and suggesting relevant learning activities and materials to develop the skills appropriate for that stage. (KW)

ABSTRACT 32263

EC 03 2263 ED N.A.
Publ. Date Sep 70 48p.
Leach, Fay
Commercially Available Recorded Instructional Materials for the Development of Communication Skills.
American Printing House for the Blind, Louisville, Kentucky
EDRS not available
Instructional Materials Reference Center, American Printing House for the Blind, P. O. Box 6085, Louisville, Kentucky 40206.

Descriptors: exceptional child education; instructional materials; audiovisual aids; visually handicapped; language development; communication skills

Commercially produced recorded materials for the development of elementary communication skills are listed as a reference aid for teachers of the visually handicapped. Materials are grouped in categories, each of which gives the item name, company number when available, brief description, price, and name of the company producing the item. Categories are: communication programs, listening skills, phonics, speech, language concepts, spelling, teacher training, evaluated materials, and companies providing record materials. (RD)

ABSTRACT 32555

EC 03 2555 ED N.A.
Publ. Date 70 326p.
Calder, Clarence R., Jr.; Antan, Eleanor M.
Techniques and Activities to Stimulate Verbal Learning.
EDRS not available
Macmillan Company, 866 Third Avenue, New York, New York 10022.

Descriptors: teacher developed materials; instructional materials; class activities; elementary education; verbal learning

The text describes techniques and activities which can be used by elementary school teachers and their students in creating and constructing instructional materials. The techniques and activities are directed toward stimulating verbal learning. Part 1, in presenting theory and rationale, discusses the educational process--setting, learner, teacher, learning principles, and kinds and stages of learning--and the need for learning activities. Part 2 explains specific techniques which can be utilized in developing instructional or learning materials: layout, lettering, sketching, bulletin boards, printing, paper mache, frame construction, and solid block construction. Directions for the mastery of each technique are given. Its application and usefulness to the study of various subjects is pointed out, and suggestions for introducing the techniques and activities into the elementary school curriculum are given. (KW)

ABSTRACT 32635

EC 03 2635 ED N.A.
Publ. Date (69) 7p.
Suggested Basic Instructional Materials and Supplies for Elementary, Junior High and Senior High Type A Rooms.
Michigan State Department of Education, Lansing
EDRS not available
Michigan State Department of Education, 144 West Ottawa Street, Lansing, Michigan 48933.

Descriptors: exceptional child education; educable mentally handicapped; instructional materials; equipment; classroom furniture; special classes; mentally handicapped

Intended as a helpful aid to new programs for the educable mentally retarded in Michigan, the document lists suggested basic instructional materials, small supplies, and large equipment and furniture to be either placed in each classroom or available for use in the classrooms. Listed separately are the materials, supplies, and equipment appropriate for the following four levels of classrooms: early elementary, later elementary, junior high, and senior high type A rooms. (KW)

ABSTRACT 32643

EC 03 2643 ED N.A.
Publ. Date Apr 68 21p.
Mullen, Marjorie, Ed.
Reading Aids for the Handicapped.
American Library Association, Chicago, Illinois
EDRS not available
Association of Hospital and Institution Libraries, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Descriptors: exceptional child education; handicapped; instructional materials; resource guides; reading materials; large type materials

The document consists of a selective list of reading aids for the handicapped. Information on commercially manufactured equipment, sources of large type books, braille and tape recorded materials, and sources of materials that can be constructed easily are provided. Bibliographic references to the handicapped person and his needs are also listed. (CD)

ABSTRACT 32689

EC 03 2689 ED 052 553
Publ. Date Jul 71 12p.
Dailey, Rebecca and Others
Thesaurus for Special Education Instructional Materials.
Council for Exceptional Children, Arlington, Virginia. Information Center on Exceptional Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; instructional materials; thesauri; subject index terms; indexing; vocabulary; classification; information retrieval; handicapped children; gifted; Special Education Instructional Materials Centers

The thesaurus is intended as a preliminary standardization and clarification of terms used to index special education instructional materials throughout the Special Education Instructional Materials Centers/Regional Media Centers (IMC/RMC) Network. The majority of entries are approved descriptors appearing in the selected standard, the Thesaurus of ERIC Descriptors. Other entries are identified as terms which are not approved descriptors of the Educational Resources Information Center (ERIC) thesaurus but which represent concepts necessary to the indexing of instructional materials. Over 400 indexing terms are included. Related terms are cross referenced and selective usage notes are provided. (KW)

ABSTRACT 32695

EC 03 2695 ED N.A.
Publ. Date 71 3p.
Bates, Stephanie; Bates, Douglas F.
...and a child shall lead them: Stephanie's Chart Story.
EDRS not available
Teaching Exceptional Children; V3 N3 P111-3 Spr 1971

Descriptors: precision teaching; measure-

ment techniques; charts; records (forms); teaching methods

Presented is an adapted version of a slide-tape presentation written and narrated by a 5-year-old kindergarten student concerning charting. The purpose is to explain how to use the Standard Daily Behavior Chart in precision teaching. The explanation of the basic structure and use of the chart is illustrated with photographs of sample charts. Day lines, frequency lines, frequency cycles, and how to record charted days, ignored days, and no chance days are explained. (KW)

ABSTRACT 32720

EC 03 2720 ED 052 561
Publ. Date 71 56p.
A Resource Guide in Sex Education for the Mentally Retarded.
Sex Information and Education Council of the United States, Inc., New York, New York;
American Association for Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
NEA Publications-Sales, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; sex education; resource guides; course content; curriculum; class activities; instructional materials

A practical resource guide rather than a theoretical document, the guide contains information on sex education designed to help parents, professionals, and volunteers working with or teaching the mentally retarded. Guidelines for developmental sequences of instruction and suggestions concerning concepts, content, teaching methods and activities, and instructional materials are presented. The concepts and their associated ideas and materials are presented sequentially, from the easy and basic to the sophisticated, so that materials from the appropriate level can be selected for use with the educable or trainable retarded. Outlined are seven steps for establishing a sex education program in residential or day schools. Following brief discussions of the attitudes and responsibilities of adults involved and of teaching styles, two sample lesson plans are given to show how materials and information can be organized for presentation. Detailed are the component concepts and related activities for four general curriculum areas: awareness of self, physical changes, peer group relationships, and responsibility to society. The extensive list of selected resources includes both printed and audiovisual materials to use with the retarded. (KW)

ABSTRACT 32743

EC 03 2743 ED 052 575
Publ. Date Jul 71 16p.
Junker, Karin Stensland
Lekoteket: A Program for Training Through Systematic Play Activity.
Lekoteket Pa Blockhusudden, Stockholm, Sweden
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; toys; perceptual motor learning; child development; foreign countries; agencies; mentally handicapped; Sweden

Described are the purposes and activities of the lekoteck, a Swedish private, nonprofit agency whose name was coined from the two Swedish words meaning playthings and library. The lekoteck advises families with mentally retarded or other handicapped children at home as to such play activity and educational stimulation as will further the development of the child. Children and their parents visit the lekoteck individually or for the group training program which aims at structured educational stimulation for young children. Free toys and educational tools are selected with regard to each child's level of functioning. After training in that play tool and after the child has mastered its principles, it is exchanged for others, on a slowly increasing scale of difficulty. Discussed are the necessity of knowing toys' functional construction, suggestions given to parents for regular educational play with their children, and activities used to stimulate motor and speech development, eye-hand coordination, and self-identification. (KW)

ABSTRACT 32762

EC 03 2762 ED 052 580
Publ. Date 71 203p.
Resource Aid of Selected Materials for Remediation of Learning Disorders.
Boston University, Massachusetts, New England Materials for Instruction Center
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
Boston University Bookstore, Special Services Desk, 775 Commonwealth Avenue, Boston, Massachusetts 02215 ($4.00).

Descriptors: exceptional child education; learning disabilities; instructional materials; resource guides; remedial insruction; mathematics; diagnostic tests; reading materials; reading difficulty

The resource guide helps formulate diagnostic profiles for children with specific learning disabilities, analyzes subtests of well-known batteries, and classifies materials to match areas of strength and weakness in learning. An adaptation of the Osgood model is used to identify and order the component abilities in learning. These component abilities are related to the curriculum areas of language arts and mathematics. In the Perceptual-Motor Chart, constituting Part 1, there are four columns: the first identifies and orders the component abilities in the learning process, the second suggests particular tests or subtests to indicate the strength or weakness of that particular function, the third suggests remedial instructional materials, and the fourth column is left vacant for teacher's evaluation of the success of the diagnostic prescription. Curruculum areas of reading, spelling, handwriting, and mathematics are represented in the chart. Part 2 presents bibliographic, price, content, and purpose information for the alphabetically listed tests and remedial instructional materials. Part 3, in addition to giving bibliographic information on available mathematics materials, contains analyses of mathematics skill areas and concepts to promote better understanding of the rationale of the instructional materials. (KW)

ABSTRACT 32788

EC 03 2788 ED N.A.
Publ. Date 70 69p.
Volunteers Who Produce Books: Braille-Large Type-Tape.
Library of Congress, Washington, D. C., Division For the Blind and Physically Handicapped
EDRS not available
Division for the Blind and Physically Handicapped, Library of Congress, Washington, D. C. 20542.

Descriptors: exceptional child services; visually handicapped; directories; tape recordings; talking books; braille; sensory aids; volunteers; large type materials

The names of volunteer groups and some individuals who transcribe books and other materials for blind and physically handiapped persons are listed in the directory alphabetically by state. Each entry has an assigned number which corresponds to services and specialities found in the index. Services include braille transcribing, large-type printing, tape recording, duplication, and binding; specialities are music, math, and languages. Separate sections list state special education consultants and proofreaders certified by the Library of Congress. Copyright problems and the origin of braille are also discussed. (RJ)

ABSTRACT 32977

EC 03 2977 ED N.A.
Publ. Date 71 5p.
Mauk, William C.
Applied Media: The Philosophy and Technique.
EDRS not available
Rehabilitation Record; V12 N5 P1-5 Sep-Oct 1971

Descriptors: exceptional child education; mentally handicapped; instructional media; media technology; educational technology; training techniques

Proper media application to the mentally retarded child is discussed as a professional skill requiring discipline, objectivity, and paraprofessional understanding of the subject. It is recommended that media selection should be made on the basis of cost, time, intended audience, existing materials, subject, and purpose. The Media Center at the Parsons State Hospital and Training Center in Parsons, Kansas, produces materials for the mentally retarded child. The article includes a selected list of their media products: printed material, slide presentations,

closed-circuit television, and motion pictures, all of which are discussed in terms of project proposal, intended audience, time, rationale, cost, and special factors, where applicable. (CB)

ABSTRACT 33009

EC 03 3009 ED N.A.
Publ. Date 70 154p.
Taylor, Frank D. and Others
Creative Art Tasks for Children.
EDRS not available
Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222.

Descriptors: exceptional child education; handicapped children; art education; art materials; handicrafts; creative expression; guidelines

Based on the theory that art can provide motivation and materials to help exceptional children attend, respond, follow directions, and explore the environment around them, 146 art tasks are presented. One page is devoted to each art task, with pictorial representations of the task to help initiate student response, and simple directions to suggest materials, sequence, and variations. Two to 22 art tasks are found in the following categories: scribble designs, mixing colors, finger painting, mosaics, printing fun, paper construction, making images, creating designs, magic paper, splitting areas, using imagination, paper weights, greeting cards, collages, using molds, figures and faces, classroom crafts, and potpourri. (CB)

ABSTRACT 33086

EC 03 3086 ED N.A.
Publ. Date 69 20p.
Saunders, Robert J.
Jig-Saw Puzzles and the Learning Processes of Children.
Connecticut State Department of Education, Hartford
EDRS not available
Connecticut State Department of Education, Box 2219, Hartford, Connecticut 06115.

Descriptors: puzzles; learning processes; sequential learning; games; visual perception; visual learning; thought processes

The use of jig-saw puzzles as a sequential learning device to improve mental processes of children is discussed. Mental processes exercised in working jig-saw puzzles are examined. Visual processes covered are first, visual perception: visual acuity, visual memory, figure-ground differentiations, negative-positive space differentiations, and visual analysis and synthesis; second, visual closure; and third, visual projection, the visualization of incomplete cues. Thought processes examined are sorting, trial and error selection, convergent thinking, extending interest span, group problem-solving, verbal description, and acquiring cognitive information. Subject matter and transmitting cognitive information through jig-saw puzzles are explored next, followed by practical suggestions for utilizing jig-saw puzzles in the classroom. Sequential learning stages, learning disabilities, art programs, and school libraries are noted in relation to practical use of jig-saw puzzles. (CB)

ABSTRACT 33166

EC 03 3166 ED N.A.
Publ. Date 71 3p.
Murphy, Harry; Delmonte, Orlene
Snapping Pictures for Communication Skills.
EDRS not available
Teaching Exceptional Children; V3 N4 P169-71 Sum 1971

Descriptors: exceptional child education; aurally handicapped; audiovisual aids; language development; instructional materials; communication skills; visual stimuli; elementary school students; motivation techniques; Polaroid cameras

Described are ways in which Polaroid cameras can be used as effective learning devices with young deaf students, particularly in the area of language development and communication skills. Low cost, ease of operation, and particularly immediate feedback are cited as the features which make the Polaroid a good learning tool. How it can be used to teach students' names, develop self identity, record field trips, provide the basis for language lessons, encourage homework, teach sequencing of thought, personalize reading experiences, and reinforce principals of art is explained. (KW)

ABSTRACT 33170

EC 03 3170 ED N.A.
Publ. Date 71 7p.
Knight, John J.
Teacher Produced Slides Aid Reading for Low Vision Children.
EDRS not available
Teaching Exceptional Children; V3 N4 P202-8 Sum 1971

Descriptors: exceptional child education; partially sighted; audiovisual aids; slides; reading; visually handicapped; teacher developed materials

Suggested is the use of a 35mm slide projector and teacher produced 35mm slides to meet the specific needs of low vision children in a standard reading program. The slide technique is recommended because it can present words in almost any size needed and because it minimizes laborious and time consuming linear scanning movements by the student. A reflection box teamed with an automatic slide projector can become an automatic programed teaching machine. Coordination with a tape recorder is also suggested. Illustrated instructions for slide preparation by the teacher are given. (KW)

ABSTRACT 33229

EC 03 3229 ED 054 580
Publ. Date Feb 71 24p.
Audiovisual Instruction: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Virginia, Information Center on Exceptional Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; audiovisual instruction; handicapped children; annotated bibliographies; bibliographies; audiovisual aids; gifted; research projects; instructional materials

Listed in the annotated bibliography, one in a series of over 50 similar bibliographies on exceptional children (both handicapped and gifted), are 98 references on audiovisual instruction, particularly as it relates to the instruction of handicapped and gifted children. Many of the references on audiovisual instruction deal with aurally handicapped or mentally handicapped students, specific audiovisual aids, research, films, programed instruction, and teaching methods using audiovisual materials, in addition to many other related topics. For all entries, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are an author index and a subject index. (KW)

ABSTRACT 40051

EC 04 0051 ED N.A.
Publ. Date Oct 71 4p.
Leach, Fay
Out of the Classroom: Multiply Handicapped Visually Impaired Children: Instructional Materials Needs.
EDRS not available
Exceptional Children; V38 N2 P153-6 Oct 1971

Descriptors: exceptional child research; multiply handicapped; visually handicapped; instructional materials; educational needs; surveys; motor development; sensory training; cognitive development; daily living skills

A survey of instructional materials needs of multiply handicapped visually impaired (MHVI) children was conducted. Results were based on data describing 3,443 MHVI children in 159 organizations. Key characteristics of MHVI children were summarized. Following was the respondent ranking of seven areas, in order of descending importance, according to the need for instructional materials, communication skills, self concept formation, sensory development, motor skills, cognitive processes, self care and daily living skills, and mobility and premobility skills. Also listed were suggestions of the most beneficial materials for each of the instructional areas, suggested characteristics of needed materials, and suggestions of instructional materials which need to be developed. (CB)

ABSTRACT 40203

EC 04 0203 ED N.A.
Publ. Date Oct 71 9p.
Garner, Waunita L.; Zerrip, Charles E., Jr.
Evaluating Programmed Learning Materials.
EDRS not available

American Annals of the Deaf; V116 N5 P456-64 Oct 1971
Paper Presented at Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March, 1971).

Descriptors: exceptional child education; aurally handicapped; programed instruction; programed materials; evaluation criteria; educational needs; records (forms)

Designed for the classroom teacher with little experience in programed instructional materials, the paper discusses selection of programed instructional materials for deaf children on the basis of evaluating the materials' suitability for deaf children. An evaluation of the materials first covers analysis of need, which is composed of identification of specific lesson purpose, a set of measurable behavioral objectives, and several test items designed to measure the objectives. Second, the evaluation allows for a comparison among available programs and analysis of classroom needs. Specific student educational needs then examined are program suitability, subject or behavior prerequisites, internal characteristics, responses, general interests, and administration. An evaluation criteria form to assist the teacher with selection of programed instructional materials is provided in the paper. (CB)

ABSTRACT 40235

EC 04 0235 ED N.A.
Publ. Date Nov 71 4p.
Bogatz, Boris E.
An Investigation of Teacher Expectancies of Instructional Materials.
EDRS not available
Exceptional Children; V38 N3 P233-6 Nov 1971

Descriptors: instructional materials; teacher attitudes; teacher role; academic achievement; negative attitudes; Special Education Instructional Materials Centers

The study investigated the possibility that a teacher's preconceived notion of the worth of an instructional material would affect the academic achievement of the children with whom the material was used. Participating teachers were provided with materials accompanied by fictitious evaluative summaries deliberately prepared to bias their opinion in either a positive or negative direction. Analyses of students' pretest and posttest mean scores suggest that the impression a teacher holds of an instructional material may significantly influence subsequent academic achievement. Results also indicate that a teacher's impression of the material may be significantly influenced by the evaluative activities of Special Education Instructional Materials Centers. (Author)

ABSTRACT 40248

EC 04 0248 ED 055 403
Publ. Date 71 62p.
McDonald, Phyllis L., Ed. and Others
Kaleidoscope: Emerging Patterns in Media. Highlights of the December 1970 CEC San Antonio Conference.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
Council for Exceptional Children, Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 ($2.50).

Descriptors: exceptional child education; handicapped children; instructional media; media technology; innovation; conference reports; program planning; inservice teacher education

The report of highlights of the conference on Instructional Technology in the Education of Exceptional Children presents innovative ideas in the field of media useful to teachers and program administrators. Specific classroom application of various media are described to illustrate the concepts that media give exceptional students new communications modalities, enhance teacher communication skills, add new dimensions to learning and teaching, and make individualized instruction a reality. Also reported are planning ideas and problems, and suggestions for planning instructional systems, delivery systems (instructional resource centers), development of instructional materials, and support for teachers in their use of media. Emphasized is the systems analysis approach to organized planning and the critical role of feedback. The final section describes projects and plans for mediated teacher training packages designed to solve problems related to the increasing number of trainees, the need for on-the-job training, and the need to provide necessary evaluation and feedback. Numerous photographs illustrate the applications of media described. (KW)

ABSTRACT 40263

EC 04 0263 ED N.A.
Publ. Date 70 62p.
Stock, Claudette
Learning Tasks: A Handbook for Programming Developmental Disabilities.
EDRS not available
Pruett Publishing Company, 2930 Pearl Street, Boulder, Colorado 80302 ($4.00).

Descriptors: exceptional child education; learning disabilities; learning difficulties; preschool children; instructional materials; perceptual motor coordination; cognitive development; guidelines

The handbook of instructional materials is designed to augment learning of preschool children whose learning patterns deviate from accepted norms, and who require intensified instruction, instructional continuity, and special instructional materials to develop and reinforce basic perceptual motor coordination and cognitive development. Three major objectives of instructional materials are noted: ability to attend, awareness of body position and motion, and ability to identify and differentiate objects and external stimuli by touch. The 38 learning tasks are shown to involve safe, inexpensive, on-hand materials for the ordinary home or school. The multi-sensory developmental activities are said to be based on manipulative, colorful, linguistically, and conceptually oriented tasks. Each learning task consists of illustration, objectives, materials, and suggested variations. (CB)

ABSTRACT 40303

EC 04 0303 ED N.A.
Publ. Date 71 36p.
Rosner, Jerome
Two Developmental Training Devices.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: visual perception; perceptual development; visual learning; spatial relationship; instructional materials; Geoboard; Cuisenaire rods

Described are techniques designed to teach various methods of organizing visual information and developing visual perception skills. Two devices suggested for instructional purposes are the Geoboard and the Cuisenaire rods. The routines and activities outlined using these two materials are intended to teach the child that visual information can be ordered and, hence, reliably reproduced. The materials provide an organizational scheme--a coordinate system--which offers the learner a consistent way of appreciating the spatial relationships presented. The goal of the training activities is to provide the child with the experience necessary for developing the ability to process more information in increasingly complex environments. Included is a basic explanation of the Geoboard, parent-child and teacher-child Cuisenaire Geoboard routines, parent-child Cuisenaire rod routines, and suggested patterns for the Geoboard at various levels of complexity. (KW)

ABSTRACT 40372

EC 04 0372 ED 056 426
Publ. Date Jul 71 155p.
Lilly, M. Steven; Kelleher, John
Teacher's Perceived Instructional Needs in the Northwest Region.
Oregon University, Eugene, Northwest Regional Special Education Instructional Materials Center
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; instructional materials; instructional materials centers; special education teachers; surveys

A survey was conducted to determine teachers' perceived needs in direct instruction and related professional activities and to determine teachers' familiarity with 14 sets of instructional materials, which were said to represent materials available through Special Education Instructional Materials Centers (SEIMCs). Data indicated consistency of findings across states, teaching categories, and teaching levels. It was found that in general, teachers' major problems centered

in direct instruction, not pupil characteristics, professional relationships, classroom arrangement and management, or psychological information. Curricular areas of greatest difficulty were said to be social studies, language arts, seatwork, and science. Data indicated that teachers consistently have problems finding instructional materials and student activities. It was also found that special education teachers knew only three of the 14 materials presented: Peabody Language Development Kits, Frostig Program for Development of Visual Perception, and Readers' Digest Skill Builders. Regular teachers knew only of the Readers' Digest Skill Builders. Teacher needs for audio-visual materials seemed to have been met. Implications from the study centered on the SEIMC's need to educate and familiarize teachers with the broad range of instructional materials available in the centers. (CB)

ABSTRACT 40473

EC 04 0473 ED 056 433
Publ. Date Jan 70 238p.
Krug, Richard F.; Hawkins, Frances P.
A Project to Develop and Evaluate the Effectiveness of Instructional Materials for the Deaf, Designed to Emphasize the Syntactical Meaning of Words. Final Report.
Colorado University, Boulder
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-32-15-0180-1019
BR-5-0418

Descriptors: exceptional child research; aurally handicapped; preschool children; word recognition; sentence structure; demonstration projects; teaching methods; guidelines; instructional materials

The demonstration project was designed to develop a teaching method and instructional materials that would emphasize syntactic meanings of words for deaf preschool children, the teaching method was developed with a group of six deaf preschool children, and then demonstrated and modified in five other schools for the deaf. The teaching method was found to be suitable for deaf children, 3 and 4 years old, with no previous knowledge or skills in speechreading, speech, reading, writing, or manual communication. The teaching method consisted of the use of print as the major input for the child, preprinted vocabulary as the leading means of demonstrating or expressing syntactic understanding, and child participation and control over classroom activities during project sessions. The project emphasized the power one can exert over people through proper use of language. Guidelines were provided for making print become symbolic for the children and for demonstrating syntactic functions of words within various sentence structures. An appendix of six stories concerning reactions of both children and teacher to the project teaching method suggested that the method was applicable to analysis of a wide variety of sentence structures and to deaf children at various grade levels. (CB)

ABSTRACT 40481

EC 04 0481 ED 056 440
Publ. Date 71 41p.
Computer Based Project for the Evaluation of Media for the Handicapped. Second Annual Report.
Syracuse City School District, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; computers; instructional media; evaluation; inservice teacher education

Project objective for the second year of the Computer Based Project for the Evaluation of Media for the Handicapped was development of a functional system for evaluation. The evaluation system was intended to be neutral to both type of material being evaluated and population of handicapped children. Development of the functional system for evaluation of media was supported by establishment of a data bank of media and student characteristics, inservice teacher training for six persons on principles of instructional technology, discussions and work sessions held with the staff of the Evaluation Unit of the Buffalo Special Education Instructional Materials Centers, and information dissemination activities. Administrative procedures for collecting, analyzing, and storing data have been developed and modified according to needs. Research findings and questions generated included: effects of pretest and posttest design; automated versus nonautomated testing situations; effects of captioning and audio stimuli; and other related investigations. Appended were diagramatic models of the evaluation system. (CB)

ABSTRACT 40536

EC 04 0536 ED N.A.
Publ. Date 71 5p.
Volkmor, Cara B.; Langstaff, Anne L.
Developing Visual Perception Abilities.
EDRS not available
Teaching Exceptional Children; V4 N1 P29-33 Fall 1971

Descriptors: exceptional child education; learning disabilities; visual perception; models; instructional materials

Described is a model for development of visual perception abilities in learning disabled children that is said to provide the teacher with a procedure for determining what tasks and materials precede, complement, or follow each other. Instructional materials are first classified as concrete, representational, or abstract. The model sequence begins with concrete objects that differ in familiarity, size, shape, and color. Within each dimension, sample tasks are given for recognition, discrimination, recall, and reconstruction. The same procedure is then followed for representational and abstract objects. Following the model description is a suggested sequence of tasks to match the model. Examples of materials helpful in teaching each concept are pictured. (CB)

ABSTRACT 40660

EC 04 0660 ED N.A.
Publ. Date Dec 71 5p.
Kaufman, Abraham S.
Tutoring a Visually Handicapped Student in High School Chemistry.
EDRS not available
New Outlook for the Blind; V65 N10 P313-7 Dec 1971

Descriptors: exceptional child education; visually handicapped; senior high school students; chemistry; teacher developed materials; material development; scientific concepts; science activities

Described are teacher developed materials and techniques used by a high school teacher for tutoring a visually handicapped student in high school chemistry. The scientific method of indirect observation can be taught by use of a closed box which the student investigates by touch, hearing, and devices such as a magnet. Styrofoam ball models illustrating molecular structure are said to be helpful in conveying atomic structures. The author then describes his efforts to create a braille periodic chart. Next he explains that the study of ionization involves differentiating between solutions that will and will not conduct electrical currents; a standard bell transformer or buzzer system can be used to indicate conductivity. To aid the learning of charged particles and their roles in chemical reactions as expressed by formulas and equations, Masonite or heavy cardboard rectangular pieces are cut and identified with braille and print tags indicating the ion or radical and its charge. Plus charges are indicated by small projections cut in the cards, while minus charges have matching indentations. The author concludes by advocating more material development for visually handicapped persons. (CB)

ABSTRACT 40720

EC 04 0720 ED N.A.
Publ. Date Jan 72 10p.
Gordon, Ronnie and Others
Performance of Neurologically Impaired Preschool Children with Educational Materials.
EDRS not available
Exceptional Children; V38 N5 P428-37 Jan 1972

Descriptors: exceptional child research; neurologically handicapped; preschool children; manipulative materials; perceptual motor coordination; minimally brain injured; disadvantaged youth; achievement; preschool evaluation

The study compared 124 middle class, 85 brain injured, and 75 disadvantaged children ages 3-5 1/2 years in competence and style in working with educational materials with visual-perceptual components Montessori Cylinders (placement according to size) and the Form Sorting Box (placement according to form) were materials used. In individual testing, the child's behavior as he used the equipment was scored by a method permitting step-by-step analysis of behavior. Thus not only achievement

but style or process of the child's performance was evaluated. It was found that each of the groups improved with age. Middle class children were more competent than disadvantaged children who were more competent than brain injured children. Although disadvantaged children at age 3 were similar to brain injured in terms of competence, with increasing age they moved continuously closer to the performance of middle class children. This was not true for the brain injured, who seemed to plateau in their performance. Examined are findings on competence on each individual form, ability to self correct, approach to the task, and dependency on the teacher. (KW)

ABSTRACT 40756

EC 04 0756 ED N.A.
Publ. Date Dec 71 8p.
Armstrong, Jenny R.
A Model for Materials Development and Evaluation.
EDRS not available
Exceptional Children: V38 N4 P327-34 Dec 1971

Descriptors: exceptional child education; handicapped children; instructional materials; material development; evaluation methods; research needs; models

Presented is a model for special education instructional materials development, research, and evaluation. Twelve major steps of the model are discussed briefly. Research and program rationales are said to be concerned with the need for a given product. The experimental field test is to determine effectiveness of the instructional material in fulfilling its objective with the pupil sample for whom it is intended. Program writing is said to need clear delineation of the project's behavioral objectives. Test writing is to provide a means of evaluating the project effectiveness. The final package production is to include description of intended pupil sample, directions for use, project behavioral objectives, evaluation information, and evaluative instruments. Field contacts with school personnel can be scheduled after packaging for the field test. Field testing is said to be crucial to the product's ultimate success. Program and experiment evaluation is said to include both global and specific data. Revision of the product, where necessary, then occurs.

ABSTRACT 40765

EC 04 0765 ED 057 531
Publ. Date (71) 250p.
Ferguson, Sue and Others
Onward, Upward and Outward.
West Suburban Association for the Hearing Handicapped, Lombard, Illinois; Illinois State Office of the Superintendent of Public Instruction, Springfield
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; resource guides; manipulative materials; children's books; preschool children; bibliographies; skill development; toys; instructional materials

The document is intended to provide teachers and parents of preschool or kindergarten aurally handicapped children with a resource of materials and books which can be used to provide and supplement experiences for the child. Play and other manipulative materials are analyzed in chart form according to the skill(s) which they develop. Included are such materials as water and sand toys, wheel toys, blocks, rhythm and listening materials, woodworking supplies, dramatic play materials, art and science activities, readiness materials, language materials, visual aids, games, and puzzles. Indicated for each item are publisher or manufacturer, catalog number, and list price. Another section lists books on various topics, which are also evaluated in chart form. Indicated are title, author, publisher, copyright date, price, major interest topics, auditory content, quality of pictures, and language principles found in the book. A final section lists regional programs in Illinois and referral sources. (KW)

ABSTRACT 40796

EC 04 0796 ED N.A.
Publ. Date 71 83p.
Forrester, Bettye and Others
Materials for Infant Development.
George Peabody College for Teachers, Nashville, Tennessee, Deomonstration and Research Center for Early Education
Office of Education (DHEW), Washington, D. C., National Program on Early Childhood Education
EDRS not available
Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee 37203 ($2.00).

Descriptors: exceptional child education; disadvantaged youth; infancy; instructional materials; early childhood; toys; teacher developed materials; guidelines

The guidelines on instructional materials for infant development outlines areas of early childhood development and several provisions said to be needed for early childhood development, gives details of instructional materials that were field tested with 20 mothers and their infants, and relates the instructional materials to the overall home visiting program, from which the guidelines are drawn. The prevention program is designed to provide educational stimulation to disadvantaged youth. Infant growth is said to be seen in terms of gross-motor, fine-motor, cognitive, language, and personal social development. Field testing of materials in homes produced a variety of materials that were found to promote infant development. These teacher developed materials are shown diagramatically and tend to be materials made from items common in the ordinary home. Seven inexpensive and multipurpose items found to stimulate infant development are balls, snapbeads, blocks, crayons, storybooks, xylophone push or pull toy, and inlay puzzles. A list of about 100 books thought to be appropriate for infants, toddlers, and older siblings is included. In conclusion, a short chapter discusses the instructional materials used in the home visiting program. (CB)

ABSTRACT 40877

EC 04 0877 ED N.A.
Publ. Date 70 155p.
Jipson, Frederick J.
Index of Special Education Media.
EDRS not available
Northgate Publishing, Inc., P. O. Box 9512, Minneapolis, Minnesota 55440 ($3.50).

Descriptors: exceptional child education; handicapped children; bibliographies; annotated bibliographies; instructional materials; equipment; textbooks; audiovisual aids; instructional media

Presented is an index of selected special education instructional media. The majority of the index consists of 295 entries listed by publisher from A to Z. Entries cover instructional materials, equipment, audiovisual materials, professional textbooks, prosthetic devices, teaching aids, diagnostic tests, student newspapers, and periodicals. The publisher's address is provided for each entry. Products available from the publisher are then listed, followed frequently by an annotation and occasionally, the rental or purchase price. A listing of 136 miscellaneous instructional and related materials then follows in the same format as noted above. Twenty-one special education topical areas are covered in the topical index. (CB)

ABSTRACT 41249

EC 04 1249 ED N.A.
Publ. Date Feb 72 5p.
Baum, Dale D.
Educational Materials: The Attitudes of Teachers of the Mentally Retarded Toward Teacher Evaluation of Instructional Materials.
EDRS not available
Education and Training of the Mentally Retarded: V7 N1 P46-50 Feb 1972

Descriptors: exceptional child research; mentally handicapped; teacher attitudes; instructional materials; evaluation; teacher role

An 11-item Instructional Material Evaluation Scale was sent to 100 teachers of the mentally retarded in the region served by the Kansas University-SEIMC in order to ascertain teacher attitudes concerning: their ability to evaluate instructional materials; their willingness to cooperate in the evaluation process; and the ability of selected others to evaluate instructional materials. Returns from 92 teachers indicate they have very positive attitudes concerning their own ability to evaluate instructional materials and somewhat negative attitudes toward the ability of non-teaching personnel to evaluate instructional materials. The respondents were very ambivalent concerning their involvement in a systematic evaluation process. It was concluded that

teachers of the mentally retarded will probably participate in the systematic evaluation of instructional materials to the degree they perceive the evaluations of value to them and their colleagues. (Author)

ABSTRACT 41255

EC 04 1255 ED N.A.
Publ. Date 71 161p.
Moody, Mildred T.; Limper, Hilda K.
Bibliotherapy: Methods and Materials.
EDRS not available
American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($5.95).

Descriptors: handicapped children; emotionally disturbed; bibliotherapy; library services; reading materials; emotional adjustment; annotated bibliographies; bibliographies; emotional problems; interpersonal relationship

The concept of therapeutic library service and the library's role in the therapeutic community (the hospital or institution) are examined in the first part of the text. Methods and materials for executing therapeutic reading programs are suggested. Specialized therapeutic services for the main groups of people served by hospital and institution libraries are briefly described, together with the nature and needs of each group. Background, dynamics, and types of bibliotherapy are also covered. The second and larger part of the book consists of nine annotated lists of books helpful to children and adolescents with various physical, emotional, and behavioral problems. The nine bibliographies cover the following topics: adjusting to physical handicaps, sibling and peer relationships, parents with problems, hostility and/or parent-child relationship problems, nature books for release of tension, value of education and the dropout, sex education and behavior, self discovery and self realization, and gangs and delinquency. Indicated for each book listed are the theme, length, intended audience, reading level, interest level, and content matter. (KW)

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